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Application

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Application Details

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124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

127969 - Missouri Valley TLC Grant Application

Teacher Leadership and Compensation System

Status: Under Review
Signature: Kristie F Kruckman
Submitted Date: 2015-10-14 10:32:56
Submitted By: Kristie Fay Kruckman

Applicant Information

Project Officer

AN User Id KRISTIE.KRUCKMAN@IOWAID
First Name* Kristie Fay Kruckman
First Name Middle Name Last Name

Title:
Email:* kkruckman@movalleycsd.org
Address:* 605 E Lincoln Highway

City* Missouri Valley Iowa 51555
City State/Province Postal Code/Zip

Phone:* 712-642-4140
Phone Ext.

Program Area of Interest* Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
Fax: 712-642-4624
Agency

Organization Information

Organization Name:* Missouri Valley Community School District

Organization Type:* Public

DUNS:
Organization Website: movalleyschools.org
Address: 109 E Michigan Ave

Missouri Valley Iowa 51555
City State/Province Postal Code/Zip

Phone: 712-642-2706
Ext.

Fax: 712-642-2456

Benefactor Vendor Number

Cover Sheet-General Information

Authorized Official

Name* Deidre Drees
Title* Superintendent of Schools
Organization* Missouri Valley Community School District
If you are an individual, please provide your First and Last Name.
Address* 109 E Michigan Street

City/State/Zip* Missouri Valley Iowa 51555
City State Zip

Telephone Number* 712-642-2706

E-Mail* ddrees@movalleycsd.org

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name*	Rhonda Oliphant		
Title	Business Manager/Board Secretary		
Organization	Missouri Valley Community School District		
Address	109 E Michigan Street		
City/State/Zip	Missouri Valley <small>City</small>	Iowa <small>State</small>	51555 <small>Zip</small>
Telephone Number	712-642-2706		
E-Mail	rhophilphant@movalleycsd.org		
County(ies) Participating, Involved, or Affected by this Proposal*	Harrison County		
Congressional District(s) Involved or Affected by this Proposal*	4th - Rep Steve King (R) Congressional Map		
Iowa Senate District(s) Involved or Affected by this Proposal*	9 District Map		
Iowa House District(s) Involved or Affected by this Proposal*	17 District Map		

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. *

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. *

Not Applicable

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons. *

Not Applicable

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. *

Yes

Name of Person Submitting Certification. *

Kristie F Kruckman

Title of Person Submitting Certification*

High School Principal

Recipient Information

District* Missouri Valley Community School District
Use the drop-down menu to select the district name.

County-District Number* 43-4356
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mrs.

Name of Superintendent* Deidre Drees

Telephone Number* 712-642-6706

E-mail Address* ddrees@movalleycsd.org

Street Address* 109 E Michigan

City* Missouri Valley

State* Iowa
Use the drop-down menu to select the state.

Zip Code* 51555

TLC Application Contact

Honorific Ms.

Name of TLC Contact* Kristie F Kruckman

Telephone Number* 712-642-4140

E-mail Address* kkruckman@movalleycsd.org

Street Address* 605 E Lincoln Highway

City* Missouri Valley

State* Iowa
Use the drop-down menu to select the state.

Zip Code* 51555

Demographic Profile

October 2014 Certified Enrollment 833

October 2014 Free/ Reduced Lunch % 41

AEA Number 13

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number* Model 3 – Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Executive Summary Abstract

The Missouri Valley Community School District (MVCSD), located in Southwest Iowa, is comprised of three building levels (PK-5, 6-8, and 9-12) serving 757 students. The district has created a teacher leadership model which matches differentiated roles to the district's vision to improve instruction and student learning: *MVCSD will create an engaging environment that fosters inquisitive learners who can effectively apply their skills in an ever-changing world.*

Attaining the TLC grant will support the district's culture of learning and collaboration, a system that builds upon teacher strengths and improving student performance.

TLC Vision: *The Missouri Valley Community School District's vision is to facilitate teachers, individually and collectively, in order to positively and*

professionally influence their colleagues, principals, and members of the school community to improve teaching and learning practices with the ultimate goal of increased student learning and achievement.

TLC Goals:

1. Attract new teachers by providing a competitive minimum salary.
2. Retain teachers by providing enhanced career opportunities for professional growth that come with increased leadership responsibilities and compensation.
3. Establish a process where teacher leaders can assist colleagues through a collaborative and continuous learning environment to transform teaching and learning practices.
4. Improve student achievement by strengthening instruction.

The Missouri Valley TLC Plan meets the prerequisites of the grant: 1) Beginning educator salary greater than \$33,500; 2) Multiple opportunities for coaching, mentoring, and observing instructional practice; 3) Differentiated teacher leadership roles for over 25% of the staff; 4) Rigorous selection process for leadership roles; and 5) Professional development aligned to the district's initiatives.

Beginning educator salary in Missouri Valley is \$ 33,804.

The TLC will give the network of Mentors time and resources to build the skills of beginning educators, while also allowing the Mentors and Lead Teachers to evaluate the current mentor/mentee program and redesign the program if deemed necessary.

Multiple teacher leader roles created in the TLC places up to 19 teachers into a leadership role, making up 30% of the district's educators. These positions will allow Missouri Valley to utilize **Instructional Strategists** (2) who will observe instruction, offer feedback, and coach peers using research-based instructional strategies, **Lead Teachers** (12-13) who will facilitate Professional Learning Team (PLT) meetings and help plan professional development, and **Mentor Teachers** (up to 4) who will work closely with new teachers to offer a smooth transition into MVCSD. The Missouri Valley TLC team has designed a rigorous selection process for teacher leadership roles that matches the rigorous hiring process already in place in the district. To ensure success with the teacher leadership work, the TLC Selection Committee will conduct interviews, review pertinent application materials, and recommend hires to the superintendent. The administration and Instructional Strategists, with feedback from staff, will conduct a program evaluation, providing evidence of successful leadership.

Traditionally, the Missouri Valley Building Leadership Teams have held the responsibility for planning and selecting professional development (PD) content, analyzing data pertinent to planning and implementation, and overseeing the delivery of PD. The Iowa Professional Development Model (IPDM) is the structure for how and why PD is developed in the district, with multiple data points collected and analyzed to guide the PD decisions. The new TLC personnel will continue the strong PD systems already in place, gaining leadership experience while providing for district/building professional development.

By receiving the TLC grant, MVCSD will have the ability to increase the allocation of time, resources, PD, and stipends to ensure that the district is able to attract and retain high quality teachers in order to positively impact student achievement.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from previous application? ☐ No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Part 1: Use of Planning Grant - Stakeholder Engagement and Commitment

Planning Process

Deciding to Apply

MVCSD received the planning grant in the fall of 2013 and formed a Teacher Leadership Compensation team (TLC), composed of administrators and teachers (including association reps), who met to consider applying for the TLC grant. The TLC team decided to use the planning money to visit schools with current teacher leadership programs, including schools implementing TAP. The TLC team also presented program information and legislation to the school board in the fall of 2013. Members of the TLC team attended a TAP workshop in Oakland, IA, in the spring of 2014 and the team decided to proceed with the grant application process after also receiving favorable feedback from SIAC committee members, including parents.

Creating a Plan

To formulate the plan, the TLC team attended AEA grant-writing trainings, conducted phone interviews and school visits with first-year TLC schools, and discussed theoretical versus practical plans. Phone interviews were conducted Nov.-Dec. 2014 with various staff members (teachers, superintendents, administrators, teacher leaders, mentors etc...) in the Earlham, East Marshall, Rock Valley, Panorama, East Union, Hudson, Van Meter, Delwood, and Colo-NESCO districts to determine how TLC works in schools the same size as Missouri Valley, how the staff responded to the process, and how to create and implement a plan. On-site school visits were conducted in January of 2015 with Earlham, East Marshall, Panorama, and Van Meter to further investigate the process. After these visits, the TLC team debriefed to come up with ideas and options for our own plan.

Stakeholder Engagement and SupportEducating Staff

The TLC team prepared a presentation for the staff in order to provide education on TLC and to determine staff interest in proceeding with the grant application. After the information was presented to staff, a question and answer session was held in order to give staff the opportunity to ask clarifying questions about the program and how it relates to MVCSD. The staff was then asked to complete a survey, indicating 85% support for moving forward with the application process from all staff. The staff also showed support when over 70% showed some interest in one or more of the leadership positions. Teachers continued to ask questions of TLC team members in order to gain more information and a better understanding of the program. The TLC team used the input from school visits, the staff survey, and informal staff discussions to shape and revise the plan.

Surveying Teachers to Guide Future Steps

A survey 1) further educated teachers about Teacher Leader positions and ways they could impact achievement, 2) asked what types of questions staff members still had about TLC, 3) weighed initial buy-in that a plan would help achievement, 4) asked who might be interested in available positions, and 5) asked staff not supportive of TLC for feedback regarding their answer. Staff support was shown with the survey indicating 85% support for moving forward with the application process from all staff. The staff also showed support when over 70% showed some interest in one or more of the leadership positions.

Educating Stakeholder Groups

Administrators discussed the TLC plan with parents on the School Improvement Advisory Committee (SIAC) and an informal survey revealed support for moving forward with the application process from the group as a whole. The TLC team then used input from this group of stakeholders to inform the TLC plan. The TLC team presented the final draft of the grant to both the SIAC committee and the school board in the fall of 2015. The board approved the final draft of the grant at the September 21, 2015 board meeting.

Writing the Grant

With positive momentum of approval, the grant was initially written in April 2015 and went into a constant state of revision. Additionally, the TLC team spent two days in June 2015 revising the draft based on staff and SIAC committee input and the knowledge gained from visits to similarly sized school districts. A peer review was completed through the AEA in September 2015. Final revisions were completed.

Planning Grant Supports the Plan by Providing Funds

Substitutes
Meeting expenses
Grant writing stipends
Travel expenses

Narrative

Using Part 2 application narrative from previous submission? **No**

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The district's TLC **vision** is to facilitate teachers, individually and collectively, in order to positively and professionally influence their colleagues, principals, and members of the school community to improve teaching and learning practices with the ultimate goal of increased student learning and achievement. The TLC plan will assist the district to achieve its vision to "create an engaging environment that fosters inquisitive learners who can effectively apply their skills in an ever-changing world." Empowering teachers to be leaders will help us accomplish our **goals**:

1. Attract new teachers by providing a competitive minimum salary.
2. Retain teachers by providing enhanced career opportunities for professional growth that come with increased leadership responsibilities and compensation.
3. Establish a process where teacher leaders can assist colleagues through a collaborative and continuous learning environment to transform teaching and learning practices.
4. Improve student achievement by strengthening instruction.

The goals of our TLC plan align closely with those of the state and with initiatives currently in place in our district, such as: mentoring, AIW/Literacy Block Leaders, and building and district leadership teams. The vision and goals for TLC plan implementation are directly aligned with building and district goals in the areas of student achievement. It is a district goal to attract, develop, and retain highly competent, dedicated, and caring staff in order to be responsive to the diverse needs of our learners and high expectations from stakeholders. TLC funding, along with other state resources, will enhance the district's capacity toward continuing efforts to provide all students with a high-quality educational experience through implementation of the Iowa Core Standards, research-based instructional strategies, and data-based decision-making to guide instruction.

The following data indicates a need for improved instruction and support, facilitated by the TLC plan. Iowa Assessment Data showed that MVCSD students were:

Reading Proficiencies:	3-5	6-8	9-11
2013-14	68%	74%	81%
2014-15	72%	74%	78%

Math Proficiencies:	3-5	6-8	9-11
2013-14	71%	73%	85%
2014-15	69%	78%	76%

Science Proficiencies:	3-5	6-8	9-11
2013-14	80%	82%	88%
2014-15	82%	81%	81%

The MVCSD sees our Teacher Leadership Plan as an opportunity to improve our current system. Our goals include increasing student achievement as noted by the data above and that all three buildings have a designated SINA assignment.

Multiple differentiated teacher leadership roles and responsibilities within our district will allow for the growth and professional development of Teacher Leaders to improve student achievement. Teacher Leaders will be supported through research-based professional development, time for continued learning, and compensation for leadership responsibilities.

The ultimate goal of our TLC implementation is to attract and attain highly qualified teachers, which will have a direct impact on increasing student learning and achievement. To achieve this goal, the district recognizes that it is essential to provide opportunities for teachers to innovate, create, and learn together in order to improve student achievement and instructional practices. The TLC plan calls for Teacher Leaders to be resources of effective instruction as they work with colleagues to lead school improvement efforts and to support staff as they develop individual and collective goals. Support will occur through facilitation of Professional Learning Teams (PLTs) within our district. Teacher Leaders will be providing researched-based professional development opportunities which will be monitored through peer review.

The district TLC plan includes 2 **Instructional Strategists**, 12-13 **Lead Teachers**, and up to 4 **Mentor Teachers**. These Teacher Leaders will facilitate school improvement efforts that result in enhanced learning opportunities and improved student achievement data.

The proposed TLC Roles at Missouri Valley are:

Instructional Strategist--Full-Time Position, 0% Classroom:

- Lead, coach, and support the Teacher Leader (TL) team, for the entire district/building
- Plan professional development for the TL team and for the staff
- Analyze and summarize building/district data
- Support curriculum development
- Align instruction with Iowa Core
- Observe teacher practices (not evaluative)
- Structure opportunities for teachers to observe peers and engage in peer coaching
- Model effective research-based practices
- Teach the characteristics of effective instruction (teaching for understanding; rigor & relevance; teaching for learner differences; student-centered classroom; and formative assessment)
- Hold membership on building and district leadership teams as well as community stakeholder groups
- Communicate with administration pertaining to district/building trend data
- Attend TL professional development
- Create a culture of collaboration and trust
- Seek personal professional development opportunities

Lead Teacher--100% Classroom:

- PLT Facilitator
- Analyze and summarize building/district data
- Model effective research based practices and engage in coaching
- Communicate with Instructional Strategists pertaining to teacher and professional development needs
- Plan and Facilitate PLT Meetings/PD
- Attend and participate in TL meetings
- Attend TL professional development
- Sustain a culture of collaboration and trust

Mentor Teacher--100% Classroom:

- Mentor new-to-the-profession teachers for 2 years
- Mentor new-to-the-district teachers for 1 year
- Support new teachers in learning the practices, policies, and procedures of the building/district
- Collaborate with new teachers to familiarize with District Policies/ Procedures/ Initiatives/ PO's etc.
- Software/Technology/Grading
- Attend TL meetings as needed

Using Part 3 application narrative from
previous submission?*

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

Missouri Valley's Teacher Leader (TL) team will be specialists for instruction and curriculum. The TL team will support and strengthen the priorities identified by the Missouri Valley TLC team, SIAC, and School Board. **The priorities for the 2016-2017 school year are (1) to have Missouri Valley teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) to use data to guide instruction, professional development, and building initiatives, and (3) to provide support for all teachers and mentoring to new staff.** The Teacher Leaders will greatly increase the District's ability to fully implement the priorities of the Missouri Valley Community School District.

(1) Implementation, Alignment, and Assessment of the Iowa Core

- *Iowa Core:* The **TL team** will strengthen the district's work with Iowa Core implementation by creating action plans and using alignment tools that will demonstrate full implementation of the Iowa Core. The TL team will work with teachers by grade level and department to review and improve current instructional practices and assessments which will demonstrate student mastery of the Iowa Core Standards. Without the support of a TL team, it would be difficult for the district to ensure that 100% of the teaching staff has met this priority.
- *Curricular and Grade Level Team Meetings:* The **Instructional Strategists and Lead Teachers** will facilitate curricular and grade level team meetings with a focus on vertical and horizontal alignment of the Iowa Core. Partnerships with Green Hills AEA and the DE will ensure further guidance and implementation of curricular standards and benchmarks.

(2) Use Data to Guide Instruction, Professional Development, and Building Initiatives

- *Authentic Intellectual Work (AIW):* Missouri Valley teachers will continue to use the AIW framework to design lessons and units aligned to the Iowa Core. The building leadership team will assist members of the **TL team** in implementing the AIW framework, which sets a standard for teaching academic subjects that maximize expectations of intellectual rigor for all students. The **Instructional Strategist** will assist the administration in the development of a long-term plan which will sustain AIW efforts in the MVCSD.
- *TIER and Curriculum Based Measurements:* The **Instructional Strategists and Lead Teachers** will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the District. The **TL team** will support the

District's efforts in MTSS through collaboration with teachers on AIMS Web data and curriculum-based measurement results that are all part of the Iowa TIER System. The **Instructional Strategists** will assist and train teachers in research-based instructional strategies and progress monitoring of student goals identified by the Student Success Team as part of the District's MTSS process.

- **Professional Learning Teams (PLT):** The Missouri Valley District uses PLTs to drive instructional decision-making. The **Instructional Strategists and Lead Teachers** will work with and train teachers to analyze, use, and evaluate data to make instructional decisions to improve student learning through professional development. This process will identify student achievement needs, drive instruction, and establish professional development agendas for the district.

(3) Provide Support for All Teachers and Mentoring to New Staff

- **Support for All Teachers:** The **TL team** will provide support for all teachers through feedback on instructional practices, lesson planning, and assessment. The TL team will continue their own professional development in order to model and provide strategies for use in all classrooms and guide teachers to resources for further review and implementation. The **Instructional Strategists and Lead Teachers** will also guide scheduled PLT meetings in order to provide all teachers with opportunities for peer collaboration and modeling of instruction.
- **Mentoring and Induction:** The **Mentor Teachers** will be assigned as mentors to staff new to the district. The additional funds provided by the Teacher Leadership Grant will supplement our District Mentoring Plan which provides support for beginning teachers and experienced teachers new to the district.

Using Part 4 application narrative from previous submission? ☐ No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

The district currently partners with Green Hills AEA to provide training and induction of new teachers. In the current program, teachers new to the profession attend very few classes over two years along with their mentor teacher from the district. Based on feedback from previous new teachers and mentors, the program provided a structured process for teacher induction, but was generic and did not meet the needs of our district. The program was ineffective because of a lack of timelines, accountability, and focus on district-wide initiatives. The overall program needs to be more relevant and aligned with current district goals.

In order to address the gaps occurring in the current program, the primary focus of the collaborative relationship created in our TLC plan will be acclimating the new teacher to the district. Mentors and mentees will focus on processes, climate and culture of the building, advising the teacher about instruction, curriculum, procedures, and district professional development initiatives.

Mentor Teachers will contribute time and expertise to make significant contributions to the development of new professionals in the district by:

- Participating in training focused on coaching conversations and practices.
- Helping mentees by sharing instructional and professional resources, as well as using a district-developed handbook to guide professional conversations and learning.
- Helping mentees select and implement effective teaching and classroom management strategies, as well as differentiate instruction for student engagement.
- Serving as a role model for mentees; acclimating new teachers to the profession, to district processes, and to climate and culture of the building; advising teachers about instruction, curriculum, procedures, practices, and the district's PD initiatives.
- Maintaining a log of mentor/mentee meetings.
- Utilizing scheduled release time, along with additional contract days, to provide opportunities for new teachers and mentor teachers to work together.

Layered support for new teachers will improve their entry into the teaching profession.

New teachers currently only have one mentor to lean on for support, while our TLC plan builds in a network of professionals.

- **Mentors** will be the primary means of support for new teachers.
- **Lead Teachers** will provide additional support through Professional Learning Teams.
- **Instructional Strategists** will assist with providing resources, classroom observation, modeling, and feedback.
- **Administrators** will provide feedback for new teachers in order to support their transition into the profession.

Narrative

Using Part 5 application narrative from previous submission? ☐ No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Part 5: Teacher Leadership Roles

Missouri Valley's Teacher Leader (TL) team will include **Instructional Strategists, Lead Teachers, and Mentor Teachers**. The Instructional Strategists will model teaching strategies for Lead Teachers so that staff can observe those strategies in the Lead Teachers' classrooms. The Instructional Strategists will coordinate the mentor program and observations with Lead Teachers. We also believe that we are providing highly effective teachers enhanced leadership opportunities through participation in up to 19 meaningful and differentiated leadership roles to 62 teachers, which includes 30% of our staff.

Instructional Strategist--2 Full-Time Positions, 0% Classroom, 10 additional days, \$10,000 stipend per Strategist:

Purpose: To promote implementation of Iowa Core, along with implementation of effective instructional strategies, by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly. Duties include but are not limited to:

- Lead, coach, and support the TL team for the entire district/building
- Plan professional development for the TL team and for the staff
- Analyze and summarize building/district data
- Support curriculum development
- Align instruction with Iowa Core
- Observe teacher practices (not evaluative)
- Structure opportunities for teachers to observe peers and engage in peer coaching
- Model effective research based practices
- Teach the characteristics of effective instruction (teaching for understanding; rigor & relevance; teaching for learner differences; student-centered classroom; and formative assessment)
- Hold membership on building and district leadership teams as well as community stakeholder groups
- Communicate with administration pertaining to district/building trend data
- Attend TL professional development
- Create a culture of collaboration and trust
- Seek personal professional development opportunities

Lead Teacher--12-13 Positions, 100% Classroom, 5 additional days, \$5,000 stipend per Lead Teacher :

Purpose: To create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. Duties include but are not limited to:

- Plan and facilitate Professional Learning Team (PLT) Meetings/PD
- Analyze and summarize building/district data
- Model effective research-based practices and engage in coaching
- Communicate with Instructional Strategists pertaining to teacher and professional development needs
- Attend and participate in TL meetings
- Attend TL professional development
- Sustain a culture of collaboration and trust

Mentor Teacher--Up to 4 Positions, 100% Classroom, 2 additional days and 1 extended day per week, \$1,000 stipend per Mentor :

Purpose: To contribute to the growth of the district through mentoring and support of initial teachers and teachers new to the district. To serve as a liaison between new teachers, the TL team, and administrators. Duties include but are not limited to:

- Mentor new-to-the-profession teachers for two years
- Mentor new-to-the-district teachers for one year
- Support new teachers in learning the practices, policies, and procedures of the building/district
- Collaborate with new teachers to familiarize with them District Policies/ Procedures/ Initiatives/ PO's etc.
- Software/Technology/Grading
- Attend TL meetings as needed

Using Part 6 application narrative from previous submission?*

No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Part 6: Teacher Leader Selection

For Missouri Valley Community School District's Teacher Leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of Teacher Leaders – even if they do not currently possess them. For this reason, our selection process will examine each candidate from multiple perspectives.

The positions will be posted with information about the minimum requirements:

- Minimum three years of teaching experience
- Minimum one year of experience in the district
- Advanced Degree Preferred (Instructional Strategist)

Information will be included about the duties and responsibilities, extra workdays, stipends, and the requirement to complete an annual review of the position.

Following the submission of applications to the District Office, a selection committee will screen potential candidates, conduct interviews, and make recommendations to the Superintendent regarding the final selection of candidates.

Selection Committee:

- Building principals (Elementary, Middle, High)
- One teacher from each building (Elementary, Middle, High)

Application Requirements: (Scored on Rubrics)

If applying for Mentor or Lead Teacher:

- Two Letters of Recommendation--1 colleague and 1 of applicant's choice
- Cover Letter--accomplishments and position being sought, reasons for seeking this position
- Current Resume
- Essay--questions seeking responses to determine: written communication ability, educational philosophy, reflective practices, leadership skills, use of professional development to guide practice, collaboration with peers, etc... (rubric provided to candidates and used to score responses)

If applying for Instructional Strategist (Included with Above Components):

- Video--performance demonstrating effective teaching (Iowa Core, Iowa Teaching Standards, Instructional Strategies, Classroom Management, Use of Assessment Data to Guide Instruction, etc...)--accompanied by a cover page, lesson plan, and reflection focused on what feedback the applicant would give him or herself on the lesson submitted
- Portfolio focused on leadership and collaborative efforts

Criteria used to select applicants:

Professional Growth:

In order to prove professional growth, applicants will be asked to provide examples of three levels of growth. Scoring rubrics for each component will include the following criteria:

- Education of Self
- Education of Others
- Outreach and Multidisciplinary Work (outside resources and community components)

Continued professional growth could include work toward a master's degree; courses taken for professional development; participation in workshops; participation in building committees; work with colleagues; technology training; help with professional development; participation in optional in-service work; leadership in committees; leadership in student events; mentoring of new teachers; guiding a student-teacher; and the organization of or assistance with school/community events.

Professional Effectiveness:

All applicants will demonstrate professional effectiveness through essay, cover letter, resume, video (for Instructional Strategist), and committee

interview (if selected). Scoring rubrics for each component will include the following criteria:

- Engagement of audience
- Clear communication skills
- Strong questioning and discussion techniques
- Effective use of research to guide decisions
- Effective assessment choices to guide instruction
- Articulation of expertise and effective teaching

Committee Interview (Selected Applicants):

We will seek to find candidates who possess the ability and habits of mind to learn and grow into the position. Two lenses will be applied throughout the interview:

- Does the candidate give evidence that they are a reflective practitioner?
- Does the candidate provide evidence that they are themselves coachable?

Annual Review of Assignment:

The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher's leadership role. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.

Using the dynamic and multifaceted system above we will gain a complete view of the teacher and their potential as a Teacher Leader.

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here](#) To access the Iowa Professional Development Model page.

The Iowa Professional Development Model (IPDM) will be utilized with fidelity when planning and delivering effective Professional Development (PD). The IPDM prioritizes distributed leadership and uses data to guide PD. Through effective PD opportunities, instruction will be improved and student achievement will increase. The Teacher Leader (TL) team will be the backbone of our PD system.

The TL team, with support from administrators and building/district leadership teams, will be responsible for planning and implementing PD. Although not all Teacher Leaders will lead district and building-wide PD, their input and expertise will be sought and utilized. They will use the IPDM in their planning for PD and as a guide for their work with teachers.

The IPDM Cycle includes:

- Collecting and analyzing student data
- Goal setting
- Selecting content
- Designing the process for improving instruction
- Ongoing cycle continues
- Evaluation

Missouri Valley Schools are involved in the ongoing collection and analysis of student data. Analyzing student data allows the district to identify student needs and gaps in instruction. The TL team will determine the professional development focus based on student achievement and teacher implementation data. This provides teachers an opportunity to create individual PD goals that support classroom data and building initiatives. It also allows the district to develop the PD focus for each upcoming year.

The TL team will **collect and analyze data** on the current state of instructional practices in the district through instructional observations, data collected from walk-throughs and/or implementation inventories, feedback from staff and stakeholders, and multiple sources of student achievement data. This summative data will then be used to **set explicit professional development goals**. Based on data and goals, **content for professional**

development will be selected based on the district's guiding principles of professional learning:

- Utilizes research based practices.
- Believes that all students can and will learn.
- Respects individual learning styles with differentiated PD opportunities.
- Seeks multiple perspectives to strengthen the organization and improve decision-making.
- Is data driven (teacher implementation and student achievement data).
- Is planned, implemented, and evaluated collaboratively.
- Is embedded, ongoing, and sustainable at the district and building levels.

Differentiated levels of PD will be utilized in order to meet individual learning styles when possible. Professional development will occur through one-on-one coaching sessions and small and large group opportunities. The IPDM will guide the work of Teacher Leaders as they **design** PD to not only meet the needs of individual teachers, but also the needs of the building/district. In addition, the TL team will utilize various high quality digital resources (such as PD 360 or the Teaching Channel) to provide teachers an opportunity to observe multiple effective instructional practices, as mandated by the IPDM.

The **Instructional Strategists** will provide support at two levels. The strategists will be responsible for guiding the professional development of Teacher Leaders and, with the support of the administrators and building leadership teams, will lead the planning, implementation, and monitoring of professional development in the district. Strategists will provide coaching opportunities for teachers throughout the district that focus on research-based instructional practices and reflection. The strategists will serve as instructional consultants for the TL team and staff by providing demonstrations and observations as well as opportunities for collaborative planning and teaching.

Lead Teachers will provide leadership during Professional Learning Team (PLT) meetings. During PLTs, Lead Teachers will facilitate opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLTs will focus on instruction, assessment data, student engagement, and collaborative practices. Focus will be on differentiation and quality MTSS/RTI implementation as well as effective Universal Instruction for all students. In addition, Lead Teachers will be models for effective research-based instruction and assessment practices.

Mentor Teachers will contribute to the growth of the district through mentoring and support of initial teachers and teachers new to the district. Mentors will serve as liaisons among new teachers, the TLC system, and administrators. Mentors will support new teachers in learning practices, policies, and procedures of the building/district. Mentors will collaborate with new teachers to familiarize them with district policies/procedures/initiatives, etc. They will provide guidance/coaching when appropriate in the areas of curriculum, assessment, and instruction. They will attend TL meetings to provide input into PD planning in regard to what new teachers may need.

All professional development opportunities will be **evaluated to measure their effectiveness**. This will take the form of observations and direct feedback from staff. The level of teacher implementation and the resulting impact on student achievement will also be monitored. This information will allow the TL team to make adjustments to our PD delivery system.

The TL team will work to ensure that past strategies and initiatives are maintained and strengthened over time. The TL team will support teachers in making connections between initiatives and seeing how they build on and support one another. The TL team will intentionally include this in PD planning and implementation. This supports the IPDM's operating principle of simultaneity and helps to link present and past initiatives.

The end goal for the TL team is to support PD to improve teacher instruction and student achievement. We believe the improved instruction will lead directly to increased local and standardized achievement for our students. The TL team will provide effective high quality PD across settings using the IPDM as a guide.

Using Part 8 application narrative from previous submission? ☐ No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The proposed Teacher Leadership roles developed in this plan will improve student achievement by strengthening instruction. The roles will support the attraction, retention, mentoring, growth, and development of all teachers. The roles will also integrate the use of data to drive instruction.

Each TLC position is differentiated with specific roles and responsibilities to improve instruction and student learning. The TLC plan will be monitored, evaluated, and adjusted using interim feedback processes and long-term evaluation. A group consisting of the Instructional Strategists and the administration will be responsible for overseeing the monitoring of and adjustments to the TLC plan based on survey feedback, meeting logs, data collection, and student achievement data. This group will meet quarterly with a more formal agenda at the end of the first year to determine next steps. This group will also report to the SIAC committee and the Board of Education twice per year regarding progress toward program goals:

1. Attract new teachers by providing a competitive minimum salary.

- *Short-Term Measures:* Ensure all staff is at a minimum salary.
- *Long-Term Measures:* Annually review retention rates.
- *Monitoring and Adjustments:* Annually report to the Superintendent and the Board of Education regarding minimum salary.

2. Retain teachers by providing enhanced career opportunities for professional growth that come with increased leadership responsibilities and compensation.

- *Short-Term Measures:* Track the percentage of Teacher Leaders in the district, collect and analyze exit surveys to determine why educators leave the district.
- *Long-Term Measures:* Document educator turnover to identify and track retention trends, conduct an annual survey of staff to gather feedback about opportunities for enhanced career options and job satisfaction, as well as the number of teachers overall utilizing the TLC program.
- *Monitoring and Adjustments:* Determine if all services were implemented as planned, track the number of teachers and Teacher Leaders served, survey staff about the quality of services provided through the TLC program, and reflections of teachers in leadership roles. Adjustments will be made accordingly, after baseline data is collected.

3. Establish a process where teacher leaders can assist colleagues through a collaborative and continuous learning environment to transform teaching and learning practices.

- *Short-Term Measures:* Submission of mentor/mentee and Professional Learning Team contact logs, number of trainings attended by Teacher Leader team members, monthly building leadership team meetings, and peer review conversations based on modeling and demonstration of research-based classroom strategies and increased teacher effectiveness.
- *Long-Term Measures:* Participant evaluation of the district mentoring program, annual review of district professional development plans, building leadership retreats, and annual survey of the entire staff.
- *Monitoring and Adjustments:* Monthly meetings with the Teacher Leader team and building administration regarding building trend data, adjustments to professional development, and to identify weaknesses and/or additional needed supports and adjust accordingly.

4. Improve student achievement by strengthening instruction.

- *Short-Term Measures:* Fall, Winter, and Spring AIMSWeb, Quarterly Benchmark Assessments, Iowa Assessments, ACT, Pre and Post Tests.
- *Long-Term Measures:* Fall, Winter, and Spring AIMSWeb, Quarterly Benchmark Assessments, Iowa Assessments, ACT, Pre and Post Tests.
- *Monitoring and Adjustments:* Data analysis following the IPDM will allow monitoring of district-wide efforts and drive next steps based on student achievement data.

Using Part 9 application narrative from previous submission? ☐ No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

The Missouri Valley Community School District will develop and support opportunities for teachers to learn from each other through professional dialogue, coaching, and professional development opportunities. Our goal is to positively impact student achievement and school culture by ensuring quality instruction in every classroom. We have created a Teacher Leadership Plan that we will implement with integrity.

Current Initiatives:

- *Authentic Intellectual Work (AIW)* - This initiative has been in place for eight years in our district and works toward improved planning and instruction by providing time for teachers to work in cross-curricular groups. The focus of these scheduled team meetings is on peer collaboration to provide feedback resulting in depth of knowledge, higher-order thinking, and substantive conversation opportunities for the student. The AIW groups will transition into one component of the Professional Learning Teams (PLTs) as part of the TLC plan.
- *Literacy Initiative* - This initiative started with Every Child Reads in 2000 and focuses on improving student achievement through the implementation of research based literacy strategies. Grade level teams and Literacy Block Teams collaborate at a minimum of twice a month. During this time, teachers engage in peer coaching, data review, and lesson planning which helps them to differentiate instruction for all learners. These established groups will make a natural transition into the Professional Learning Teams (PLTs) as a part of the TLC plan.

- **Building Leadership Teams** - This initiative has been in place for eight years in our district and was created in an effort to promote leadership amongst teachers by giving them expanded roles in their respective buildings. Members of these teams collaborate with administration to focus PD, enhance culture and climate, and address areas in need of improvement. Regularly scheduled meetings occur throughout the school year and additional planning for the upcoming school year occurs during a summer retreat. Members of these leadership teams will work closely with the Teacher Leader selections to implement the TLC plan, as well as continue to focus on guiding PD initiatives.

The MVCSD sees our Teacher Leadership Plan as an opportunity to improve our current system. Additionally, our goals include increasing student achievement as all three buildings have a designated SINA assignment. As a district, we believe strongly that improved instruction leads to improved student achievement. Therefore we are committed to continually honing our TLC plan through ongoing and annual evaluations. Evaluation results and corresponding changes will be shared with stakeholders including teachers, the School Improvement Advisory Committee (SIAC), and the school board.

Teacher support of the plan and built-in checks and balances will aid the sustainability of our Teacher Leadership plan by evaluating the effectiveness of the components and goals. This will allow for system changes, should the following measures warrant it:

- The district will put into place a clear set of criteria and protocols for evaluating each position. This will include a summative review by the administrative team, a required mechanism for staff to offer feedback on each leadership position, and measurable student achievement targets that include both summative and formative assessments.
- Quality professional development will be provided for the Teacher Leader Team (Mentors and Lead Teachers). Missouri Valley will utilize local AEA, external educational organizations/consultants, and state-level resources to ensure that each person in these positions is given access to quality professional development to assist them in meeting their job responsibilities.
- Instructional Strategists and the Administrative team will present program data at local board meetings, building leadership teams, and SIAC meetings.
- The Instructional Strategist and the building principal will meet weekly to review progress toward TLC goals.
- The Teacher Leader Team and the principal will meet quarterly to review progress toward TLC goals and to determine if leadership roles are being implemented with integrity and are being fully utilized.
- Leadership roles will be monitored throughout the year by the administrative team as part of an ongoing process. Recommendations will be made annually by the administration and the selection committee regarding changes to leadership roles. The superintendent will make final decision.

The monitoring and evaluation process described above will be a transparent process overseen by our administrative team consisting of three building principals and superintendent. Our district also plans to seek assistance from the Green Hills AEA and/or other outside resources to improve or provide professional development for Teacher Leaders. Communication with stakeholders is a vital piece to sustainability; therefore, the district has plans to communicate regularly through the school website, local newspaper, and public forums to keep all stakeholders informed about plan implementation and effectiveness.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher

employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.*

Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.*

Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$82,101.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$129,806.00
Amount used to provide professional development related to the leadership pathways.	\$20,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$231,907.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 833.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$260,462.44

Total Allocation \$260,462.44

Other Budgeted Uses - Description

Item description	Amount budgeted
Remaining Allocation will follow open enrolled out students	\$0.00
Remaining Allocation will follow open enrolled out students	\$28,555.44
	\$28,555.44

Total Allocation Budgeted

Total Projected Amount to be Expended \$231,907.00

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$28,555.44

Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

The budget reflects the commitment we have to structuring time for collaborative work between teachers and Teacher Leaders to encourage teacher retention and positively impact student achievement.

We also believe that we are providing highly effective teachers enhanced leadership opportunities through participation in up to 19 meaningful and differentiated leadership roles to 62 teachers, which includes 30% of our staff. Teacher Leaders will contribute leadership and support for providing focused and worthwhile professional development for all staff both during and outside contract hours.

Increasing the amount of staff access to the assistance provided by these teachers was a priority; therefore, it was vital we budget a portion of the funds to cover the hiring of new teachers to release Instructional Strategists from their classrooms in terms of time and responsibility.

Our local data, in combination with our district goals, determined the leadership positions that are outlined in our proposal. These positions require the following budget allowances:

Teacher Minimum Salary (\$33,500) 0

Instructional Strategist (2 positions; 0% in classroom)

2 New teacher hires
Projected Salary + FICA + IPERS + Insurance \$100,300

10 additional days stipend Instruc Strategist
\$10,000 per position + FICA + IPERS \$ 24,506

Lead Teachers (12-13 positions; 100% in classroom)

5 additional days stipend
\$5,000 per position + FICA + IPERS \$ 79,651

Mentor Teacher (2-3 positions; 100% in classroom)

2 additional days & 1 extended day/week stipend
\$1,000 per position + FICA + IPERS \$ 2,450

Professional Development for Teacher Leaders

Training and materials \$ 20,000

Substitutes \$ 5,000

Total Projected Costs \$231,000

Budget Alignment With TLC Goals

Missouri Valley School District will have a minimum salary at or above \$33,500.00.

Missouri Valley will hire two teachers to fill the positions of the two newly created Instructional Strategists in the district.

Missouri Valley will select 12 to 13 teachers to serve in the 'Lead Teacher' role. The Lead Teachers will receive a \$5,000 stipend per year for the equivalent of five additional days beyond the regular contract.

Missouri Valley will select up to 4 Mentor Teachers. The Mentor Teachers will receive a \$1,000 stipend per year for two additional contract days plus one extended day per week.

Missouri Valley School District is committing \$20,000 for professional development for the TLC Team and staff members. The professional development will focus on development of leaders and instruction that improves student learning. The district also allocated \$5,000 for substitute teachers in order to enable TLC coaching and data entry/review. If we need additional professional development funds, Teacher Quality funds may also be used to supplement the costs.

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